

# THE COMMON CORE IN TRIBAL COMMUNITIES

## First Things First Early Childhood Summit 2014

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# CURRENT EDUCATION REFORMS

- Arizona College and Career Readiness/Common Core
- New Statewide Assessment Replacing AIMS
- Teacher/Principal Evaluations
- Move On When Reading (MOWR)
- Move On When Ready
- Structured English Immersion Models Review Committee

# ARIZONA COLLEGE & CAREER READINESS STANDARDS

- Significantly raises the bar for our students, and focus on critical-thinking, problem solving, and effective communication skills.
- Standards in Mathematics and English Language Arts, adopted by the State Board of Education in 2010 after extensive comment and public meetings.
- New standards were fully implemented across all grades in 2013-2014 school year.
- Improvement of educational outcomes depends upon quality curriculum, effective teachers, efficient administrative leadership, and engaged parents.

# NEW STATEWIDE ASSESSMENT REPLACING AIMS

- State law requires the State Board of Education to adopt an assessment aligned to the standards to measure student achievement.
- A new assessment is needed to measure the new, fully implemented standards.
- First administration of new assessments in Spring 2015
- The state mandated procurement process has begun. The Request for Proposals (RFP) is available at [www.procure.az.gov](http://www.procure.az.gov)

# NEW STATEWIDE ASSESSMENT TRANSITION

Grade	2015	2016	2017	2018	2019
3-8th	new assessments	new assessments	new assessments	new assessments	new assessments
9th	new assessments	new assessments	new assessments	new assessments	new assessments
10th	new assessments	new assessments	new assessments	new assessments	new assessments
11th	AIMS retesting only for those who have failed to pass AIMS and/or new assessments	new assessments	new assessments	new assessments	new assessments
12th	AIMS retesting only for those who have failed to pass AIMS and/or new assessments	AIMS retesting only for those who have failed to pass AIMS and/or new assessments	new assessments (if enrolled in course)	new assessments (if enrolled in course)	new assessments (if enrolled in course)

# POLICES IMPACTED BY NEW ASSESSMENT

- A-F Accountability
  - How well a school is doing
- Teacher/Principal Evaluations
  - How well teachers and principals are doing
- Move On When Reading
  - How well a child is reading by 3<sup>rd</sup> grade
- Move On When Ready
  - Innovative performance based education model

# TEACHER AND PRINCIPLE EVALUATIONS

- In 2010, new law directed the State Board to adopt a framework for teacher/principal evaluations to guide Local Education Agencies (LEA) governing boards in creating evaluation instruments.
- Quantitative data on student academic progress must account for 33%– 50% of the framework.

# TEACHER/PRINCIPAL EVALUATIONS (CONTINUED)

- Law requires LEA governing boards to adopt four classifications when developing evaluation instruments:
  - Ineffective
  - Developing
  - Effective
  - Highly Effective
- LEAs are required to make employment decisions based on the four classifications.
- Full implementation of an evaluation instrument that meets the framework guidelines was required in 2013-2014.



# MOVE ON WHEN READING (MOWR)

- The MOWR law requires students to be retained in third grade if they receive a score of “falls far below” (FFB) on the state assessment.
- LEAs must provide additional interventions to students that score FFB.
- Two legal exemptions from the MOWR retention law:
  - The student is an English Language Learner (ELL) and has received less than two years of English instruction.
  - The student has an Individual Education Plan for reading or language
- Mid year promotion for students that retest using a district assessment and score equivalent to “Approaches” is permitted.

# **MOVE ON WHEN READING (CONTINUED)**

- LEAs are required to submit K-3 literacy plans to the State Board.
- LEAs receive additional state funding for K-3 students to support implementation of the literacy plan.
- LEAs with 10% or more of students that FFB or with a letter grade of C, D or F must have their plans approved to receive K-3 reading funds.

# HOW DO THESE REFORMS AFFECT OUR COMMUNITIES?

- The new assessments will bring a whole new level of accountability and will disrupt the current system.
- ACCRS are simply standards. Relevant curriculum should be developed at the local level.
- ACCRS will make K-12 education more rigorous and challenging. However, we must ensure that adequate resources and support are in place for the most vulnerable populations of students.

# STATE OF K-12 INDIAN EDUCATION IN ARIZONA

## ■ Academic Performance

- 90% of schools with high enrollment received a C, D, or F letter grade
- 92% of schools with low enrollment received an A, B, or C letter grade
- American Indian students are consistently at the bottom of test scores in 4<sup>th</sup> and 8<sup>th</sup> grade reading and math assessments
- AZ AI/AN students are not doing as well as their peers nationally

## ■ Graduation & Dropout Rates

- All AZ students graduation rate: 77%                      AZ AI/AN: 65%
- All AZ students dropout rate: 3.5%                      AZ AI/AN: 7.5%

## ■ Poverty & Unemployment

- AZ poverty rate: 18.7%                      AZ AI/AN: 35.8%
- AZ unemployment rate: 5.9%                      AZ AI/AN: 24%

# CONTRIBUTING FACTORS

- **Socio/Economic Factors**
  - Poverty
  - Home Environment
  - Language and Cultural Differences
- **Infrastructure Factors**
  - Remoteness
  - Limited Access to Diverse Highly Qualified Teachers and Cultural Competency
  - Limited Access to Technology

# PROMISING PRACTICES

- **Pasqua Yaqui Tribe**
  - Recently held their own community-wide education summit to ensure an education pipeline to success
- **Arizona Department of Education**
  - Native Language Teaching Certificates
- **Pueblo of Jemez**
  - Jemez Language and Culture aligned to Common Core Standards
- **New Zealand**
  - Their own education system and a goal of 500 Maori PhDs in five years

# TRIBAL LEADERS/EDUCATION LEADERS GATHERING – MARCH 2014

What did we learn?

Taking control of our education system is an exercise in tribal sovereignty and local control

Tribal Nations and the state of Arizona need to establish philosophies, policies, and priorities for Indian education

- The Need for Capacity Building
- Distribution of Information; Up/Down/Across
- Coordination of Existing Resources

# THANK YOU

## ADDITIONAL INFORMATION

Arizona College & Career Readiness Standards:

[www.azed.gov/accrs/](http://www.azed.gov/accrs/)

Assessment RFP:

[www.procure.az.gov](http://www.procure.az.gov)

Move On When Reading:

<http://www.azed.gov/mowr/>

Structured English Immersion Models:

[www.azed.gov/english-language-learners/sei/](http://www.azed.gov/english-language-learners/sei/)